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| How can I help?

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| * Listen to your child read their Read Write Inc book.
* Read a wide range of books to your child so that they hear and understand new vocabulary.
* Practise reading the real and alien words given to you for homework.
* Help your child to be able to read and spell all of the Year 1 exception words (the children call these ‘red words’)
* Practise counting forwards and backwards to 100, starting at different numbers.
* Practise counting in 2s, 5s and 10s.
* Help your child to practise number bonds to 20. Use the ‘White Rose 1 minute a day’ app to help with this.
* Practise reading the time to o’clock and half past the hour.
* Help your child to use a keyboard on a computer (if you have one at home) to write their name or a short story.
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 |  | Frome ValleyCE First SchoolYear 1Curriculum Statement*Summer Term* |

**Year 1 Curriculum Overview (Summer Term)**

**Please look on our website for more information of our curriculum (including topics) and our knowledge organisers.**

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| **English:*** Beginning to punctuate sentences with a question mark.
* Understand the terms ‘singular’ and ‘plural’.
* Adding ‘-s’ or ‘-es’ to nouns to make plurals.
* Adding or removing -un from the beginning words.
* Understanding the terms ‘suffix’ and ‘prefix’.
* Recognising a sentence.
* Composing a sentence orally before writing it down.
* Sequencing sentences to form short narratives.
 | **History:*** Describe historical events.
* Recognise that there are reasons why people in the past acted as they did.
* Observe or handle evidence.
* Ask questions and find answers to questions about the past.
* Place events on a timeline.
* Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time.
 | **Design & Technology:*** Explore how products have been created.
* Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
* Cut, peel or grate ingredients safely and hygienically.
* Assemble or cook ingredients.
* Suggest improvements to existing designs.
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| **Maths:*** Count in multiples of 2,5 and 10.
* Solve 1 step word problems involving multiplication and division.
* Find and name ½ as two equal parts of an object, shape or quantity.
* Compare, describe and solve practical problems for length and height and mass/weight.
* Describe whole, half, quarter and three quarter turns.
* Count to and beyond 100 from any number.
* Read and write numbers to 100.
* Use the language of language of equal to, more than, less than, most, least.
* Recognise the value of coins and notes.
* Tell the time to the hour and half past.
 | **Geography:*** Name and locate the world’s continents and oceans.
* Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)
* Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non- European country.
* Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, and shop.
 | **PE:*** Make simple decisions, e.g. which target to aim for.
* Use the terms 'opponent' and 'teammate'.
* Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.
* Decide when and where to pass.
* Keep possession by passing and receiving a ball.
* Recognise space on a court or pitch.
* Use a base position.
* Decide which base to pass to depending on position  of opponent.
* Develop an overarm throw.
* Catch a large ball without cradling or trapping it against the body.
* Dribble a ball with hands or feet, while moving slowly in their own space.
* Make simple decisions, e.g. which target to aim for.
* Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.
* Participate in a group dance and talk about individual and group contributions.
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| **Science:*** Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
* Identify and describe the basic structure of a variety of common flowering plants, including roots, stem, trunk, leaves and flowers.
* Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
 | **RE:*** Make a link between a religious text and a key concept studied.
* Order at least 3 key concepts within a timeline of the Bible’s ‘big story’.
* Give a simple account of how beliefs about right and wrong affect people’s behaviour.
* Discuss stories involving moral dilemmas.
* Make simple links between religious concepts and texts.
* Show a simple understanding that personal experiences and feelings influence actions.
* Describe religious buildings and give a simple explanation of how they are used.
* Describe, in simple terms, how people of different faiths show their beliefs in worship and in the way they live.
 | **Art & Design:*** Use repeating or overlapping shapes.
* Mimic print from the environment (e.g. wallpapers).
* Use objects to create prints (e.g. fruit, vegetables or sponges).
* Press, roll, rub and stamp to make prints.
* Use techniques such as rolling, cutting, moulding and carving.
* Explore different methods and materials as ideas develop.
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| **Computing:*** To use a computer to write.
* To identify that the look of text can be changed on a computer.
* To make careful choices when changing text.
* To explain why I used the tools that I chose.
* To compare typing on a computer to writing on paper.
* To choose a command for a given purpose.
* To use commands to move a sprite.
* To compare different programming tools.
* To create an algorithm for each sprite.
 | **PSHCE:*** I understand that there are lots of different types of families.
* I know appropriate ways of physical contact to greet my friends and know which way I prefer.
* I know who can help me in my school community.
* I can identify the parts of the body that make boys different to girls and can use the correct names for these.
 | **Music:*** Explore a range of sound makers and instruments and play them in different ways.
* Create own songs or improvise a song around one they know.
* Create sequences or patterns of movement to music.
* Play instruments with increasing control to express feelings.
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